

e-IJEAS

e-Journal of NSS Training College, Ottapalam

Volume 2, Issue 2 – December 2021

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Published by: NSS Training College, Ottapalam, Kerala, India

Volume 2, Issue 2 – December 2021

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ABOUT THE JOURNAL

e-IJEAS is a peer-reviewed Inter Disciplinary e-Journal Published by NSS Training College, Ottapalam. This journal aims to publish innovative and quality papers in a wide range of topics diverse and subjects. The journal also intends to help researchers, scholars, students and everyone else who are interested in academic research activities, in publishing papers on various issues across multiple disciplines. This journal invites original contributions as well as Review articles in important methodological and substantive areas in education, humanities, social sciences.

The Journal, started in 2020, is published twice a year. One issue during January to June, and another issue during July to December.

JOURNAL DETAILS :

Title	e-IJEAS (Interdisciplinary e-Journal of Education and Allied Subjects)
Frequency	Half-yearly
ISSN	Not assigned
Publisher	Principal, NSS Training College, Ottapalam.
Chief Editor	Dr. Seema Menon K.P.
Copyright	NSS Training College, Ottapalam.
Starting year	2020
Subject	Education and Allied Subjects
Language	English
Publishing Format	Online
Phone no.	0466-2244359
Email id	nsstcottapalam@gmail.com
Mobile no.	9447455051
Website	https://www.eijeasnsstc.in/
Address	NSS Training College, Ottapalam, Kerala – 679 101
Author Guidelines & Submission details	https://www.eijeasnsstc.in/guidelines.php
Plagiarism policy	https://www.eijeasnsstc.in/guidelines.php

EDITORS WORDS

Dr. Seema Menon K.P

Editor-in-Chief

Associate Professor,

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It is with great pleasure that I welcome you all to the very first edition of this e-journal, Volume 2, Issue 2, December 2021.

With on-going research and developments, education is a dynamic & vibrant field. This e-journal intends to be a window, in terms of both research knowledge and opportunities, for research scholars, teachers and students in the area of education. This e-journal intends to provide research knowledge and opportunities, for research scholars, teachers and students in the area of education.

In line with the theme of education, this issue of e-IJEAS focuses on various educational matters. Scholarly papers of this issue focuses on Nature of Science Reflecting on Science Education, Basics of Bhagavad Gita, Marry Wollstonecraft & Women Empowerment, Influence of Local Action Plan on Climate Change etc.

As the Editor in Chief of e-IJEAS, I am thankful and wish to express my gratitude to all contributors for their time, effort and valuable thoughts and supporting us in the preparation of this issue. I also express my thankful gratitude to all, who have extended their helping hands in their different capacities for the preparation of this issue.

Constructive suggestions for the development of this e-journal are always welcome.

Dr. Seema Menon K.P

Editor-in-Chief, e-IJEAS

Ottapalam,
22nd December 2021

AN INTRODUCTION TO THE BASICS OF BHAGAVAD GITA

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Abstract

Bhagavad Gita is considered as Fifth Veda. This is stated in Chandogya Upanishad and Bhavisya purana. It the essence of all Vedic knowledge and is the most important Vedic literature. We should one try to understand the Bhagavad Gita because; this human form of life is special. There are four activities common to humans and animals-eating sleeping, mating and defending. Human beings they inquire about the Absolute Truth then they are considered superior. Otherwise, human beings are considered good as animals. Human life, presents a golden opportunity for the attainment of spiritual perfection. Understanding the Bhagavad Gita provides us the key to enter into this sublime realm. Bhagavad Gita helps to make a permanent solution to the suffering in the world. One should accept the Bhagavad Gita as it is without twisting the meaning to suit one likes. Bhagavad-Gita should be understood in a spirit of devotion Otherwise; it will be like a bee licking on a bottle of honey from outside. The subject matter discussed in the Bhagavad Gita deals with Isvara(God),Jiva (spirit soul), Praktyi (material nature),Kala (time), and Karma (activity).To understand Bhagavad Gita, one must be inquisitive about the ultimate goal of life. This paper tries to give an introduction to the basics of Bhagavad Gita.

Key words: Bhagavad Gita, Principles of Bhagavad Gita.

Introduction

Bhagavad Gita is also known as Ghopanisad. The purpose of Bhagavad Gita is to deliver mankind from ignorance and to revive the eternal relationship of love between each soul and God (Prabhupada, 2014).Bhagavad Gita is a classic of timeless wisdom, the sum of spiritual truth. This great historical event occurred before the onset of the Mahabharata war between the Kauravas and the Pandavas on the battlefield of Kuruksetra, in northern India. Bhagavad Gita originally appears in the form of 700 Sanskrit verses, as an episode of the Mahabharata, a great historical epic, in which it occupies chapters 25 through 42 in the Bhisma Parva. It is originally written by the sage Vedavyasa, Bhagavad Gita deals with the mantra of self realization. Bhagavad Gita says how to lead a meaningful life. Bhagavad Gita should be taken or accepted as it is directed by the speaker Himself .The speaker of Bhagavad Gita is Lord Sri Krishna. There are three classes of transcendentalists, namely the njani, the yogi and the bhakta, or the impersonalist, the meditator and the devotee (Baladeva, 2006).We see that Bhagavad Gita is instructed to Arjuna. He was a devotee of the Lord, intimate friend of Krishna and a direct student of Krishna. A person should have the similar qualities of Arjuna to understand Gita. He accepted Krishna as the Supreme Personality. We have to approach Bhagavad Gita with a spirit of devotion. Otherwise, it is very difficult to understand. Bhagavad Gita deals with confidential knowledge and it is a great mystery.

The Basics of Bhagavad Gita-An introduction

What is the Bhagavad Gita?

Bhagavad Gita is called song of God. When Arjuna becomes emotionally disturbed in the battle field of kuruksetra, surrendered unto Sri Krishna, Lord Krishna pours over the nectar of instruction to Arjuna, that is Bhagavad Gita. This is the essence of Vedic wisdom. Krishna relieves Arjuna from

the miseries of material life. These instructions are not only for the Arjuna but also for the all mankind. The purpose of understanding Bhagavad Gita is to deliver mankind from ignorance. Bhagavad Gita is Sabda pramana. Bhagavad Gita is the word of God, the low book of life, a manual for the universe. Bhagavad Gita contains the means to understand God. It is filled with absolute knowledge. It is a perfect science. The relationship between the God and the soul, process of reviving the soul's relationship with God and attainment of love of God, is possible to understand by the study of Bhagavad Gita. The ultimate goal of life is love of God. Bhagavad Gita is not a mythological story, but as a true, historical event.

Principles of Bhagavad Gita

The subject of the Bhagavad Gita entails the comprehension of five basic truths. In the Bhagavad Gita the subject matter deals with the Isvara (the supreme controller), the Jivas (he controlled living entities), Prakrti (material nature), Time (the duration of existence of the whole universe or the manifestation of material nature) and Karma (activity) are discussed.(Prabhupada,2019).From Bhagavad Gita we must learn what God is, what the living entities are, what prakrti is, what is the cosmic manifestation, how time can control this, and what are the activities of the living entities. Isvara is the supreme controller. Material nature is not independent. It is acting under the directions of the Lord. Living beings are the part and parcel of the Isvara. Material nature is working with the mode of goodness, mode of passion and mode of ignorance. Above these modes the Time is eternal, and by a combination of modes of nature, under the control and purview of eternal time there are activities, called Karma. These activities are being carried out from time immemorial, and we are suffering or enjoying the fruits of our activities in every field of life we enjoy the results of our labor, suffer its results. Isvara, jiva, prakrti, kala, and karma are well explained in the Bhagavad Gita. Out of these five are eternal except karma. Prakrti may manifest as temporary, but it is not false. The position of isvara, the Supreme Lord, is higher than that of jivas, or the living entities. Individuals are the parts and parcels of the Lord Himself. The aim of his life should be realized by the human beings. The direction is given in all Vedic literatures, and the essence can be absorbed through Bhagavad Gita. Vedic literature is not for animals but meant for human beings. When we properly obey the instructions of Bhagavad Gita, then our entire life will become purified, and ultimately, we are capable to reach the destination which is beyond our material sky. The purpose of Bhagavad Gita is to revive our sanatana-dharma, which is the eternal occupation of the living entity. If our all activities are under the instructions of Lord, that is called our pure life.

All of the miseries we experience in the material world arise from the body, but one who leaves this body thinking of Lord, the Supreme Personality of Godhead, at once attains a sac-cid-ananda body. Based on the present karmas people get next body and next life after his death. Higher authorities, not the living entity he makes this decision. The present life is for the preparation to the next life. Human society is divided, according to work, into four divisions of social order-brāhmaṇa, kṣatriya, vaisya and sūdra. The brahmana class is called intelligent class is working in one way, the ksatriya class called administrative class is working in another way, and the vaysya and the laborers are all tending to their specific karmas. In the human society, all are work in order to maintain his existence. The Lord therefore tells Arjuna that he need not give up his occupation, but while he is engaged in his occupation, he should remember Lord. If he doesn't practice remembering the Lord while he is struggling for existence, then it will not be possible for him to remember Krishna at the time of death. If one adopts the instructions in Bhagavad Gita, he can lead a perfect life and he can able to make a permanent solution to all the miseries of life. This is the real mantra of the entire

Bhagavad Gita. Bhagavad Gita is a transcendental literature which one should read very carefully. One should properly follow the teachings of Bhagavad Gita. He is free from all the miseries of life. And he is also free from all fears in this life, and then one's next life will be spiritual-Gita mahatmya (Bhaktivaibhavapuri, 2000). One need not read any other Vedic literature. One should attentively and regularly read and hear Bhagavad Gita. In the modern age, individuals are so engaged in mundane activities. It is not possible to read all the Vedic literatures. But this is not necessary. Bhagavad Gita is sufficient instead of reading all Vedic knowledge, spoken by the Supreme Personality of Godhead Himself.

Conclusion

The teaching of Bhagavad Gita is very precious. One must understand the basics of Bhagavad Gita. The knowledge about Isvara, jiva, kala, karma, and prakrity will leads to self-realization. Always think of Lord, never forget Lord. This is the sum and substance and the very purpose of all rules and regulations. Every moment of human life is precious. Once gone, it cannot be purchased even for a large sum of money. Therefore, one should use it for the purpose for which it has been given to us, namely, to develop pure Consciousness. Thus, following the dictum "Simple Living, High Thinking", we can make our human life perfect.

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NATURE OF SCIENCE REFLECTING ON SCIENCE EDUCATION

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Abstract

The paper manages the significance of the Nature of Science in the area of Science Education. The Paper draws out the working of key parts of the idea of science and its appearance in the educational program of science schooling. The Paper additionally centered around the adjusting idea of science in the homeroom.

Keywords: Nature of Science, Science Education, Scientific literacy

Introduction

Science is viewed as the investigation of realities connected with the nature and material world. It is presently an acknowledged, for sure frequently a center piece of the school educational program all over the world. Showing science is significant in light of the requirement for future researchers, designers, technologists and others, who will require a decent science foundation for their work. The significance of science schooling is critical on account of information on science as well as its application in present day mechanical social orders. Preferably, great science schooling is addressing the requirements of understudies by giving an educational plan which permits a few understudies to know sufficient essential information to settle on their decisions and to feel OK with participating in science-based issues. The reasons and objectives of science instruction are a major problem before the science training local area.

With the changing requests of society, logical proficiency has arisen as a definitive objective of science instruction and it has integrated the idea of science as a fundamental aspect. There is developing worry over making our residents experimentally educated in that they can't know different results of science yet more significantly they can grasp science itself. Nature of science as an instructively significant part of science get reflected in National Curriculum Framework (NCF) despite the fact that with various phrasings.

Science instruction becomes aimless and immeasurable for students in the event that the students can't relate with their issues. For that Science Technology Society Approach to conveyance of science training ought to take on to foster experimentally proficient residents who can settle on concision choices in tackling logical issues that influence their lives. It ought to be carried out in related areas of science training including assessment frameworks, science course books, science educator instruction projects and assets.

Nature of Science

Our school science educational plan intends to get across a kind of a few vital parts of how we might interpret the idea of science. The critical parts of the idea of science are the idea of logical information, logical technique, limitations of science, social embeddedness of science, rationale and imagination in science, human and institutional part of science and furthermore explanatory nature of science.

The improvement of the science educational program essentially includes a choice of content from an immense measure of science. The other part of the educational program concerned the degree to which it empowered students to foster a vibe for the idea of science. A decent science educational plan need not exclusively to show some science yet in addition show science. There should be a harmony between educating, a portion of the items or results of science and showing the cycles of science. School science ought to give them a vibe for what it is to be a researcher and do science. Science information continues on rapidly. A portion of the science an individual learns in school will be defamed or significantly changed during their grown-up life. What won't significantly change is the idea of science as a social action which produces, assesses, creates and in some cases downgrades, logical information. The genuine reason for science schooling is to plan youngsters for citizenship. On the off chance that the school science is introduced as a manner of rhetoric of conclusions (Schwab, 1962).

Showing the idea of science is fundamental for a science training wishes to plan future researchers, refined citizenry, and informed residents, and that likewise extraordinary consideration is expected to adjust their showing science itself as a social and scholarly action, and showing a portion of the significant, intriguing, and profoundly pertinent, logical information that this social movement we call science has delivered.

Reflecting Nature of Science in Curriculum

There are valid justifications to show understudies the idea of science as a critical piece of school science, recognizing a few potential problems is significant. These issues might make sense of the significance of showing the idea of science (Clough and Olson, 2008; Duschl, 2000; Matthews, 1994). The idea of science is as yet not all around reflected in the school educational program in numerous nations.

Science is an expansive area of action and isn't generally clear what is normal to all areas of science. The variety of science might be viewed as a positive element as it were, as it suggests that showing the idea of science ought to zero in on highlights that are normal across the extensive variety of science. The absence of agreement on certain parts of the idea of science is significant, however, there is by all accounts a broad settlement on those critical elements of science that should be addressed in school science. School science incorporates many substance regions where logical reasoning is nuanced and where the nitty gritty logical hypothesis or model is excessively modern for young understudies.

In fostering an educational plan, mind boggling and conceptual logical thoughts are addressed in curricular models that offer the student the embodiment of those thoughts at a reasonable degree of intricacy to be gotten a handle on as significant. Shown through fitting disentangle that are open to students while offering a valid reason for later movement in understanding. Tracking down the ideal degree of improvement for introducing complex points is a critical errand for science instruction and this is valid for addressing parts of the idea of science as well as parts of science content information (Taber, 2008). School science intends to get across a kind of a few critical elements of our comprehension. The critical parts of science incorporate logical information, logical technique and the wide range of various parts of science.

All logical information is in fact temporary - that is, on a basic level open to reconsideration in the radiance of new data. This prompts one of the significant difficulties in

showing about the idea of science-how science offers information that is by and large hearty and dependable, yet in every case fairly conditional. Researchers working in a few logical disciplines utilize observational methodologies, searching for normal tests where highlights of interest normally fluctuate and permit conditions to be looked at. As per Paul Feyerabend (1975/1978), there is no such thing as a logical technique as opposed to researchers need to foster modified strategies that will work in their areas of examination.

Preferably, science is autonomous of culture, as it is planned to be a goal journey for finding genuine information on the regular world. All logical information is restricted by human comprehension and the accessible information. Science is frequently connected with coherent reasoning, and this is for sure a significant element of science. Science depends on inventive considerations as well as rationale. Science continues through the correlative jobs of imaginative and coherent idea. A lot of human information is unsaid and this incorporates a lot of information on proficient turn of events. Science depends on instinct in light of certain information. Creative cycles, like perception, can be vital in giving consciousness of a researcher's implied information. On a fundamental level, science is an objective action.

Conclusion

In choosing the educational plan we ought to continuously remember our motivations of instructing science. In a perfect world, great science training is addressing every one of the requirements by giving an educational plan which permits a few understudies to fit the bill for a more significant level of study and leads all understudies to know essential science to settle on informed decisions, and feel OK with drawing in with science-based issues when they emerge. It is critical to recall that in showing these regions the point is to acquaint understudies with viewpoints, as opposed to address show models and speculations from science concentrates as though they are realities. Science educators ought to be mindful so as not to suggest in their showing science can enlighten us everything concerning everything. Regions that will constantly be outside the compelling transmit of science, and elements of human discernment might restrict how well we can see even the normal world.

Logical information is as yet temporary as opposed to outright however can too effectively be introduced as real information instead of being a translation in view of human creative mind. Numerous areas of science add to valuable science schooling, yet on the off chance that they are educated as unproblematic they are deprived of the idea of the exceptionally logical action. This can be stayed away from via cautious show and expressing and the consideration of a portion of the discussion and vulnerability that hinted at their wide acknowledgment as powerful logical information, science instructing that meets our key points needs to provide understudies with a legitimate feel of logical cycles, whether through generally contextualizing laid out science through credible enquiry movement in the study hall. Or on the other hand the incorporation in the educational plan of instances of current logical discussions, where contending information claims, in view of disproportionate translation of information, welcome truly unconditional thought. Preferably, school science training will incorporate this large number of components to permit students to find out about science itself, close by learning some science. Science educators need to routinely consider how they will represent the nature of science in their own science teaching.

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LIBRARY REFERENCE ACTIVITIES FOR IMPROVING ACADEMIC EXCELLENCE OF SCHOOL STUDENTS

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Abstract

Libraries are the backbone of education at schools. Earlier library books were considered as the greatest treasure a school has, but at this era of technology libraries are considered as a waste of time for education. Books in the library are meant for leisure time reading. The academic intervention study conducted by DIET Thrissur with the support of SCERT Thiruvananthapuram identified a new instructional tool named 'Library Reference' as an effective method for using libraries for academic excellence of students. The study revealed that Library reference could be spread all over the world to use school libraries not only for academic excellence but also for creative writing.

Keywords: Library Reference, Academic Excellence

Introduction

Almost all schools have libraries and as per records every library has enough number of books in stock. But it is doubted that whether the school libraries have the needed books to improve the academic quality of students.. It was found as per the timely curricular reform, the school libraries do not ensure a satisfactory stock of reference books that could assist the easy transaction of text books in classrooms. There were many reasons behind the inadequate stocking of reference books like the lack of funding. Excluding libraries from the real classroom teaching learning process was also found to be another main reason for this inadequacy. Most schools limit their library empowerment activities to Readers Day programs. It is sad to point out that many schools fail to accept the fact that library books foster extra reading habits and they should be made as an essential part of teaching- learning process.

District Institute of Education and Training (DIET) Thrissur with the support of State Council of Education Research and Training (SCERT) Kerala conducted an Academic Intervention Study in 2019-20 in Kerala to investigate how school libraries could be made use for academic excellence of students. DIET Thrissur suggested a new teaching strategy called 'Library Reference' as solution for the inactive library system at schools. 'Library Reference' is a teaching strategy in which teacher uses an additional reading material as an instructional tool to enhance academic excellence of students in a scientific and systematic manner. Additional reading materials could be any reading materials including library books, magazines, pamphlets and notice etc.

The study aimed to remove the prevalent prejudice from the mind of teachers, learners and parents that school libraries are a place for leisure reading. The school libraries have a rich collection of books under different categories like children literature, novel, short stories, science fiction and historic novels. Yet, these treasure houses of knowledge are not being made an integral part of the actual class room activities. It is important to identify and ensure the availability of books that could help learners to carry out classroom activities, their follow up activities and creative writings. It is

equally important to convince the academic circles about the impact of library reference as an instructional strategy for improving the quality of learning among learners.

Reading activities at school give importance to reading and learners will get more opportunities to enrich their critical thinking skills and creative writing. Library referencing can eventually provide a learner with great possibilities to attain the qualities of a global citizen. Hence it is highly significant to include reading and referencing as a daily routine in classrooms activities. To construct a creative learning atmosphere at schools, teachers and learners should realize the importance of referencing skills and utilize its benefits in their daily teaching -learning process. The study intended to identify the possibilities offered by school and class libraries in making learning a creative experience and also suggest ways to use Library Reference as a strategy for ensuring academic improvement in upper primary schools.

The Objectives of the study are given below.

- 1 To identify the present status of school libraries
- 2 To find out how far school libraries are used by teachers and students
- 3 To develop a Library Reference Package for improving academic quality of upper primary school students.
- 4 To assess the effectiveness of Library Reference Package
- 5 To empower the libraries of the selected schools
- 6 To identify the difficulties faced by teachers in implementing Library Reference Package
- 7 To disseminate Library Reference Package to other schools in the district
- 8 To share with the public, the academic benefits attained by learners through library referencing skills
- 9 To collect suggestions with regard to the empowerment of school libraries for academic improvement.

The study adopted survey cum experimental method. The fifth-grade students of five randomly selected government schools of Thrissur district constituted the sample of the study. The headmasters, teachers, teacher in charge of the library and parents of the selected schools were also included under the sample.

The main tools used for collecting responses with regard to the present status of school libraries were given below:

1. Questionnaire for teachers
2. Interview schedule for headmasters
3. Focus group discussions for parents
4. Group discussion for students

The following tools and techniques were used to assess the effectiveness of the strategy adopted

- Interview schedule for Headmasters
- Interview- schedule for Teacher in charge of library

- Questionnaire- for Teachers
- Focus group discussions for Parents
- Group discussions for Students
- Questionnaire for teachers participated in the Twinning programme
- Achievement test for students

Qualitative and Quantitative methods were used for the study. Percentage analysis was used for analyzing quantitative data.

A baseline study was conducted as part of the study. It was conducted in the 18 Upper Primary schools of Thrissur District. One school each from the eighteen Block Resource Centre (BRC) of Thrissur. Among the eighteen nine were Government schools and nine were aided schools. The baseline study revealed that school libraries were used vary rarely by teachers for classroom activities. Majority of sample collected showed that school libraries are used for leisure time reading by students and teachers. Both students and teachers were unaware about the books available in the school libraries.

As part of the study a study group was organised at DIET Thrissur. Five government schools from five different regions of Thrissur district were selected for the study. An orientation programme was conducted to selected school Headmasters of the school. The idea of Library Reference was presented before them. Three creative workshops were organised at DIET Thrissur for the preparation of the Library Reference Package. The fifth standard Malayalam, Basic Science and Social Science were selected for preparing the package. Resource Persons of Malayalam, Basic Science and Social Science from Upper Primary schools in Thrissur district were participated in the package preparation. The teachers of the sample schools were also allowed to participate in the package preparation workshop. All the teachers participated in the workshops came with the books collected from their school libraries, which has connection with the textual content of fifth standard. They identified the library text materials that could be used as a classroom aid with the support of special library catalogue prepared earlier. In each lesson plan teachers skilfully integrated additional reading material as an aid for classroom process.

The package was introduced in the sample schools and it was administered by the teachers of sample schools at their class. Students were given content selected from the libraries as a part of the classroom activities. The package was conducted from August to February. The process was reviewed and monitored by DIET Thrissur and the Research group throughout the period. During the time of intervention itself positive feedbacks were received from students, teachers and parents. A twinning programme was organised in five BRCs to identify the possibilities and effectiveness of Library Reference. The feedbacks collected from the teachers participated in the twinning programme was also positive in favour of Library Reference. Later an achievement test was conducted at ten schools, five from the experimental schools and five control schools of the same BRC. The data collected from the research tools were analysed.

Findings of the study were given below.

- All the children commented that though majority of teachers encouraged the students for promoting reading habits, the parent's involvement in this matter was minimal.

- Two of the five schools surveyed found that they did not have enough library books.
- Teachers and students commented that the use of library book in classroom transaction was very less.
- As part of the library referencing various extracurricular activities like quiz competitions, poetry / story/ essay writing were conducted on different textual topics. This helped the learners to search and use reference books from the library.
- The headmasters participated in the study also opined that the teachers and students actively participated in these activities.
- As part of library reference activities teachers started to spent more time in libraries after their regular working hours.
- The reference section of school libraries had inadequate reference books and this was compensated by adding new books.
- Students had started to identify the close connection between the textual topics and the extra reference/reading materials they read from the library.
- Students of the fifth grade had scored better than the students of higher classes in various competitions conducted like quiz, essay/creative writing etc. conducted in schools. This indicated the effectiveness of library referencing strategy
- Teachers participated in the study had remarked that due to this initiative there was a considerable increase in the number of books in the library and school libraries were improved much. PTA, MPTA, various clubs, alumni associations extended great support for re-equipping libraries with new books. Lots of library books were received in the school library as part of the birthday present of the children.
- The teachers in charge of library had reported that they had started to catalogue books as per class and subject category.
- All the teachers in charge of library and the headmasters remarked that the library usage of teachers had increased immensely after the implementation library referencing project. The reading habits of teachers had also increased greatly due to this initiative.
- All the teachers participated in the study reported that students had started to use library seriously. Even the students who used library for casual reading had learnt to select reference books related to textual topics and began to use them for extra reading purpose. Moreover, teachers had found that students had started to prepare notes based on the books they referred.
- A great majority 90 percentage of teachers opined that after the use of referencing package remarkable changes had occurred in students in their performances and the product made by them. This finding revealed that the effectiveness of Library Reference Package.
- It was also found that the reading interest of students had increased considerably and more clarity in writing and communication was noticed with less mistakes in writing.

- Parents extended amazing support in retaining the reading interest of their children. They bought them new books, read the notes prepared by learners as part of library referencing activity and some parents even took library membership for their children as a supportive gesture.
- Before the implementation of this project only 20 percentage of learners attempted note making. As a result of this project almost all the students had started to prepare notes of the books they read. This indicated the effectiveness of the project.
- As a result of library referencing package 60 percentage of students took membership in their respective neighbourhood libraries.
- The effectiveness of the package was reflected in the better performance exhibited by learners in various co-curricular and extracurricular activities like story writing, recitation, essay writing etc.. They were also able to read and frame complicated sentences without mistakes.
- Non availability of adequate library books, non-cooperation of parents etc were the main difficulties faced by the teachers while implementing the package at school level.
- Through ‘Arivultsavam’ programme conducted in school, the representatives of people, parents, LSG’s and educational officers recognized and witnessed the academic achievement of children
- It was also found that the learners participated in the study exhibited better academic performance in various subjects like Malayalam, Basic sciences and social sciences. This finding proved the effectiveness of the Library Referencing Project in improving the academic performance of learners.

The study conducted by DIET Thrissur on Library Reference revealed that school libraries could be used effectively as an instructional tool to improve academic excellence of students. As library referencing is found to be an effective strategy to improve the academic performance of learners, the project could be extended to other schools.

Reference

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MARRY WOLLSTONECRAFT; SEER OF WOMEN EMPOWERMENT THROUGH EDUCATION

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Abstract

The meaning of women empowerment is uplifting the status of women in society. Marry Wollstonecraft was a writer, philosopher, feminist and educationalist. Her important work was 'A Vindication of the Right of Woman'. It is a manifesto of women's empowerment through education.

“I measure the progress of a community with the degree of progress of women achieved”

Dr. B.R Ambedkar.

Keywords: Women Empowerment, Education

Introduction

Women empowerment can be defined in several ways; such as improving the status of women, accepting the viewpoint of women, including women in decision-making sessions, etc. in the ancient as well as the modern education system, one of the focus points is women empowerment. It reveals different philosophical and sociological thoughts on education. Gandhiji said that they are the silent and powerful partners of non-violence and India's salvation is depending on the enlightenment and sacrifice on women. Many women empowerment moment in the world focus on giving education for women is the only solution for improving in society.

Women empowerment is based on several principles like; creating a high level of cooperation and leadership, treating all people fairly at work, respecting and supporting non-discrimination and human rights, ensuring health and wellbeing, and providing valuable education. Today education system and society are more important to generate women's empowerment in the society

Marry Wollstonecraft

Marry Wollstonecraft (1759-1797) was born in Spitalfields in England Philosopher, Political thinker, writer, and advocate of women empowerment. In her carrier, she wrote several essays, novels, and travel stories. She argues that women are not naturally inferior to men, but appear to be only because of the lack of education. She said both men and women should be treated as a rational being and imagine a social order. In 1784 she opened up her own school for girls at Newington Green. Wollstonecraft called the French Revolution an important chance to obtain more quality and happiness than already blessed our world 'The thought on the Education of daughters (1786) was the first publication of Wollstonecraft reflects her ideas of feminism. It was the advice to mothers, younger women, and teachers. In this text include how to teach a girl's child from childhood to marriage.

A Vindication of the Right of Woman

It is a documentary for inquiry of oppressed women session in society. It is the manifesto of women empowerment. In this book she first discussed the problems of political power concentrate in a few hands like the rich and higher cast, which creates inequality in society This disparity reflects the standard of living among women and her life becomes rendered subordinate. It is the problem of a male-centred society. She argued that here needs revolution in female manner

The other discussion area of this book is the subject of modesty. It is not humility. Women's modesty is not reflected in her body but it reflects in her expression. Mind enlarged by active exertions. In this book she discussed the necessity of financial freedom or independence. Financial independence express need for duty and active participation in public sphere and will become good mother and good citizen in society. Finally, she discussed education reform in women society. In her point of view education is the most power full tool for eradicating these evils in society and uplifting the status of women in society. She concluded that women must need pollical education and political participation.

Conclusion

Marry Wollstonecraft designed several co-educational programs, lessons given by informal conversational methods, and instruction plans and for an ideal family where babies were nourished by an intelligent mother. She was not only a Philosopher, Feminist but also a good teacher forever. The perfect education is an exercise of understanding as is best calculated to strengthen the body and form the heart.

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INFLUENCE OF LOCAL ACTION PLAN ON CLIMATE CHANGE

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Abstract

In addition to outlining the national and international perspectives, the article titled "Influence of Local Action Plan on Climate Change" covers the current climate change situation in Kerala state. The causes of climate change and their effects on the state's political, economic, cultural, and environmental facets are discussed in the study. The study also makes an effort to assess the mitigating measures that might be taken to lessen the impact. The goal of the study is to show that these mitigation measures will function more effectively if they are managed in a decentralized manner. The paper also supports the need for the process of creating a state-wide local action plan on climate change. It also outlines how a local action plan is conducted. The study focuses on the effectiveness of local self-governing organizations in planning and executing as well as the effectiveness of local action plans on climate change in reducing its impact. The article represents the concept of data gathering and gap analysis at the local level and its impact on the development of micro plans in the region. According to the study's conclusion, Local Self Governments may be highly useful for local planning and have a significant beneficial impact on lowering the state's ongoing climate change challenges.

Keywords: Climate change, Local action plan on climate change, local self-governing institutes, kerala climate change

Introduction

The Term "Climate" describes the recurring, long-term weather patterns that our planet encounters. To exist, all living things including people, animals, plants, and other creatures need a certain habitat and Long-term changes in temperature and weather patterns are referred to as climate change. These changes might be caused by natural processes, such oscillations in the solar cycle. But since the 1800s, human activities primarily the combustion of fossil fuels like coal, oil, and gas have been the primary cause of climate change. Climate change is one of the biggest risks to sustainable development, which is predicted to have negative effects on the environment, human health, food security, economic activity, natural resources, and physical infrastructure. The earth's climate varies naturally, but scientists concur that changes in the climate are caused by growing levels of greenhouse gasses from human activity in the atmosphere. The current evidence of climate changes are numerous such as extreme weather including heat waves, tropical cyclone severity, heavy rain, and droughts. Due to the dependence of farming on the quality of the rainy season, Kerala is particularly sensitive to climatic unpredictability and change. Rainfall might have a significant influence on the hydrological system and agricultural production in addition to these climatic elements. There are some signs that climate change may negatively impact human and animal health, water resources, economic stability, energy production, biodiversity, and food security. For a state like Kerala, which has the highest degree of decentralization and effective Local Self Governments in the nation, local bodies can deal with these climate changes on their own. Making similar location action plans will be an effective way to combat the effects of climate change.

Climate change global scenario

Climate change is a problem that is dramatically changing the climatic conditions on Earth which can be substantiated by the fact that since the dawn of human civilization, the atmosphere has had

roughly 275 parts per million (ppm) of carbon dioxide. That planet is the one where civilization first emerged and from which Earth life has evolved. Coal was first burned by humans in the 18th century, gas and oil are used to make commodities and energy. Carbon dioxide levels in the atmosphere started to increase, initially gradually and now more swiftly. Several activities individuals engage in rely on actions we take every day, such as lighting our houses, heating them, or preparing meals. energy sources that release gasses that retain heat, such as carbon dioxide. Industrial Urbanization and civilization are using carbon that was previously locked up for millions of years. fossil fuels that are kept underground and then released into the atmosphere. Currently, the atmosphere has 402 ppm of carbon dioxide, and 2 ppm more carbon dioxide is added to the atmosphere each year. Unless people have the ability to quickly change and go below 350 ppm this century, humans would be at danger of triggering.

Climate change in India

The scenario in India is no different from global conditions. According to UNICEF India ranks fifth internationally in terms of climate change vulnerability. Due to climate change, India suffered losses of almost 37 billion dollars in 2018. (Almost twice what it lost between 1998-2017) 1. According to NITI Aayog (2018), over 600 million Indians would experience "serious water shortages" in the upcoming years. The Indian Meteorology Department and the Indian Institute of Tropical Meteorology's analyses usually support the Intergovernmental Panel on Climate Change's findings about trends in temperature, heat waves, glaciers, droughts and floods, and sea level rise. In certain instances, the change's magnitude varies. While there hasn't been a national trend in monsoon rainfall over the past 100 years, there have been significant regional trends. The west coast, north Andhra Pradesh, and north-west India are among the regions where monsoon rainfall is rising, whereas east Madhya Pradesh and surrounding areas, north-east India, and portions of Gujarat and Kerala are among those where it is decreasing (-6 to -8 percent of normal over 100 years).

Climate Changes in Kerala

Kerala, affectionately known as "God's own country," is truly a land of eternal bliss and a tropical Eden is also highly vulnerable to climate change hence it has a very long coastline of 585 kilometers, of which 322 kilometers are at risk of severe sea erosion. Other issues include: Boundary shifts for various forest types, with consequent implications for species diversity and communities that depend on forests; Threats of sea level rise in the low-lying areas along the state's coastal areas; and Land degradation. The socioeconomic nature of the state is heavily dependent on climate-sensitive industries including agriculture, fishery, and forestry. Over the past few decades, Kerala has seen an increase in temperature and a decrease in annual and monsoon rainfall. According to research conducted by the India Meteorological Department, the mean annual maximum temperature across Kerala increased by 0.8 degrees Celsius, the lowest temperature by 0.2 degrees Celsius, and the average temperature increased by 0.5 degrees Celsius between 1961 and 2003. In February and March 2004, the highest recorded temperature in Palakkad was 41 degrees centigrade, with the day in question being April 26, 1950. According to the report, the hottest year across Kerala was 1987. The majority of meteorological variables do not significantly change Kerala climate. Rainfall fluctuations are the most notable changes. Temperature variations are fairly minor. In Kerala, seasons may be categorized using rainfall and temperature as the primary indicators. The timing of the monsoon's onset, withdrawal, and activity during the Indian summer monsoon rainfall season vary significantly from year to year in India and Kerala. Significant inter-annual variability is

observed in the rainfall caused by the northeast monsoon as well. Kerala summer monsoon rainfall shows a declining tendency of 12.03 cm over 100 years, whereas the northeastern monsoon shows an increasing trend of 6.6 cm. The land mass in Kerala is used to dry spells throughout the monsoon season and heavy rainfall during the summer.

Climate change and its impacts

Climate changes in the state affect various sectors of the economy such as agriculture, animal husbandry, fisheries and coastal ecosystem, energy, water resources, tourism, forest and biodiversity, health, education, urban front and transport. Climate change severely affects agricultural activities. Agriculture is an important subsector of the primary sector of Kerala's economy. The majority of people in the state are still dependent on agriculture for a living, either directly or indirectly. Drought and other extreme weather events, as well as other climatic variability, have significantly impacted the agriculture industry. Cash crops dominate Kerala's cropping patterns, and the impact of climate change on agriculture has a direct economic impact. Animal husbandry is also adversely impacted by climate change. Environmental variables including climate change, deforestation, altered wildlife habitats, and other land use changes, as well as human population increase and cross-border movement of people and animals, are leading to the emergence of several zoonotic illnesses. Climate change has an impact on the state's energy output as well, thus much of it depends on natural resources. The monsoon is necessary to maintain the hydropower base in the state, and a lack of rain typically leads to a power crisis and an increase in the percentage of electricity generated. Increasing temperature and low rainfall affects the water availability in the state. The state's fisheries and coastal resources are severely impacted by climate change. with the sea's rising warmth brought on by climate change. Sea level rise, increased sea temperatures, extremes of nitrogen enrichment (eutrophication), and invasive species are all expected to have an influence on coastal ecosystems and resources. Climate change has the potential to significantly worsen the state's forests and reduce biodiversity, having an impact on both individual species and the ecosystems that sustain those species.

Climate change and causes

There are many natural factors that contribute to climate change, as well as human activity. The major driver of climate change in the twentieth century was global warming brought on by human action, whereas the 1700s climate change was driven by volcanic eruptions and variations in solar energy. Since the Industrial Revolution, greenhouse gas levels have grown globally. The majority of the atmosphere's retention of greenhouse gasses has caused a slow increase in atmospheric temperature. Carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O), three of the most prevalent gasses in the atmosphere, all contribute significantly to the retention of heat lost from the planet. Thus, they are referred to as greenhouse gasses. Human activities such as the excessive use of fossil fuels, deforestation, excessive use of chemical fertilizers, and industrial expansion are the main contributors to the atmosphere's high concentration of greenhouse gasses.

Mitigation measures

In order to mitigate the negative consequences of climate change or to seize possibilities presented by a changing climate, societies or ecosystems must undertake adjustments known as "adaptation." Complex interactions between climatic, environmental, economic, political, institutional, social, and technological systems are involved in climate change. It cannot be handled or understood in

isolation from other current or likely future sources of stress, or from more general social goals (such as equity or sustainable development). In the context of climate change, "mitigation" refers to human action to lessen the sources of emissions. Mitigation activities can be different for different aspects affected. In the agriculture sector smart agricultural practices like mulching, drip irrigation, increase the amount of organic carbon in the soil, usage of high yielding crop varieties can be practiced. Water availability issues due to climate change can be addressed through rainwater harvesting, sprinkler irrigation, by having a proper irrigation plan, usage of drought resistant plant varieties, usage of cover crops. Energy related problems due to climate change can be addressed through alteration in the consumption pattern of energy such as usage of renewable energy sources, reducing energy consumption, and increasing energy efficiency.

Climate change and local self government

Considering the unique conditions in Kerala, local governments play a vital role in preventing the disruption of the natural order, protecting the environment, and managing environmental repercussions. Local governments that directly affect a location's physical, cultural, sporting, and artistic aspects should give significant consideration to the area's sustainable development and make the required adjustments. New regulations must thus be implemented. In order to develop a policy framework for the post-flood Kerala, several working groups that have been established to address various severe occurrences connected to climate change must be examined. This enables the execution of practical actions and procedures. There isn't just one perfect answer to the climate change problem. Nevertheless, we may somewhat lessen the effects of climate change via adaptation and mitigation. Climate change concerns may thus be effectively handled by the panchayats with correct and scientific orientation. Climate has changed dramatically on a worldwide scale as a result of changes in temperature, humidity, wind, and rainfall. Local governments may discover a solution to the greatest problem of this century by evaluating the magnitude of changes in these aspects, pinpointing the precise scientific causes of them, and either reducing or totally addressing them.

Local Action Plan on Climate Change (LAPCC)

Each panchayat has a Local Action Plan on Climate Change, which identifies the effects that climate change has had on the local environment, biodiversity, and human life and develops measures to address them locally. Nearly every aspect of human life is currently being touched by climate change, including agriculture, livestock, fisheries, forestry, health, and the environment. These have enduring consequences. Therefore, the local government has a significant role to play in this context as it directly intervenes in local concerns. The goal of the initiative is for local governments to create a Local Action Plan on Climate Change, in which they will identify the effects that climate change has had on the local Panchayat (rural local government environment)'s biodiversity, and human lives, and develop solutions to those problems locally. Nearly every aspect of human life is currently being touched by climate change, including agriculture, livestock, fisheries, forestry, health, and the environment. These have enduring consequences. Therefore, the local government has a significant role to play in this respect as the entity that directly intervenes in local concerns.

How to Prepare the Local Action Plan on Climate Change- Methodology

The local governments have established a new working group called "Biodiversity, Climate Change, Environment and Disaster Management" to address the effects of climate change. To lessen or adapt to the issues brought on by climate change is one of the working group's key goals. Finding out

which places are all impacted by climate change and the severity of the issues is the first step in achieving this. Based on this, the Panchayat must develop a Local Action Plan on Climate Change. The chapters cover general information on the Panchayat, basics of climate change, impacts of climate change on the environment, human lives and biodiversity, extreme events including disasters and the possible local level interventions for climate change mitigation and adaptation. The first chapter describes the history, geography, resources, economy, and other details of the local body and the second chapter includes the information about the local climate changes that took place inside the panchayat can be obtained from the India Meteorological Department, from older residents, or from professionals in the area. Third chapter discusses the change in the climate and its impact in the area in various aspects using maps and data. The next chapter deals with the effect of particular climate change in agriculture, livestock, fisheries, and human life. Chapter six discusses the natural disasters occurred in the area and how it impacted the social, economical, political, and cultural aspect of the area. The final chapter discusses the possible intervention in the area that can be adapted to reduce the impact.

The importance of preparing a LAPCC

The greatest problem the world is now facing is climate change. The Nava Kerala Mission's aim includes tackling these issues. The Haritha Keralam Mission and Ardrum Mission activities demonstrate the need for and range of such interventions. Alappuzha, Idukki, Wayanad, and Palakkad in Kerala are particularly vulnerable to the effects of climate change. But during the 2018 floods, all of Kerala's districts were made to be extremely vulnerable. The average temperature, humidity, wind, and rainfall in Kerala have all changed somewhat, however the variations vary depending on the zone. As a result, climate change-related issues vary depending on where you live. The administration system of local governments has established a new working group called "Biodiversity Management, Climate Change, Environmental Conservation and Disaster Management" to address the effects of climate change. To lessen or adapt to the issues brought on by climate change is one of the working group's key goals. Finding out which places are all impacted by climate change and to what extent there are issues is the first step in achieving this. Taking into account the changes to the climatic factors during the previous 30 years, a Local Action Plan on Climate Change must be established for the panchayat on this premise.

Conclusion

Local self governments are at the front lines for planning and implementing climate adaptation strategies to minimize expected impacts resulting from extreme heat events. Local Self Governments can assist individuals by providing timely warnings about specific problems. Local Self Governments may serve as the major source of data, and by combining this data with scientific techniques and creating LAPCC, a region might undergo significant changes.

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